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ABSTRACT

Recent developments in the field of reading indicate that a number of reading educators recognize the importance of studying the history of reading as a part of the knowledge base of reading education. A questionnaire was mailed to all coordinators of United States and Canadian programs listed in the International Reading Association's "Graduate Programs and Faculty in Reading." Results of response analysis suggest that graduate students are being taught some history of reading, usually as part of other courses. Therefore, a need exists for information about resources in the history of reading and how they can be found. Among possible sources for such information are the International Reading Association, the Henry Sweet Society for the History of Linguistic Ideas, and the Center for the Book in the U.S. Library of Congress. (A selected annotated bibliography of titles and topics in the history of reading is included.) (DF)

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HISTORY OF READING: STATUS AND SOURCES OF A GROWING FIELD

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The recent rapid growth of the history of reading field is described, sources of information indicated, and a selected annotated bibliography presented. IRA involvements in the field are described as well as uses of history for teachers and researchers. Brief results of a national survey investigating the status of the field in university reading education programs are presented. There is a need for information about the field by reading educators.

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HISTORY OF READING: STATUS AND SOURCES OF A GROWING FIELD

Commenting on the rapid growth of a new field, the history of the book, Darnton (1982) describes it as "an area of research that has developed so rapidly during the last few years that it seems likely to win a place alongside fields such as the history of science and the history of art in the canon of scholarly disciplines." Owing its most modern origins to scholarly concerns in France in the early 1960s, it has produced an escalating flurry of international meetings and publications unfamiliar to most reading educators. In regards to the structure of the field, Darnton describes it as "interdisciplinarity run riot." It "looks less like a field than a tropical rain forest" he states. It cuts across disciplines, involves diverse research methodologies and includes historians, sociologists, literature specialists, library scientists, and reading educators amongst its followers.

With reference to reading educators, a year prior to Darnton's article the IRA approved a resolution (IRA, 1981) proposed by the History of Reading Special Interest Group. The resolution called upon the IRA to encourage the publication of historical papers and to schedule historical sessions and symposia at regional meetings and national and international conferences. The approval of this resolution and annual meetings held under IRA auspices since 1975 demonstrate that a substantial number of reading educators recognize the importance of the history of reading as a part of the knowledge base of reading education. The importance ascribed to the field has been underscored by the recent updating of Smith's American Reading Instruction (1986) and a history chapter in the Handbook of Reading Research (Venezky, 1984), two books distributed by the IRA, and the appearance of part of the Nila Banton Smith

History of Reading collection at the 1986 IRA national convention. The augmenting interest in the field is further evidenced by the IRA's Annual Summary of Investigations Relating to Reading which in each of the last six years has averaged 36 entries on historical topics (Fisher,1985).

How Much History of Reading Is Being Taught?

In order to gather more precise information on the status of the history of reading in teacher training programs, the authors prepared a brief questionnaire. It was sent to the U.S. and Canadian programs listed in the IRA's Graduate Programs and Faculty in Reading (Bloomenberg, 1981). One hundred ninety five usable responses were received, a 58 percent return. While a higher number of responses would have been desirable, a few findings and one major generalization emerged from the survey.

Most graduate reading education programs teach the history of reading as a very limited part of other courses. Only 5 percent of the sample indicated the existence of a specific course in history of reading and 72 percent indicated historical instruction was integrated into other courses. Only 5 percent of the instruction in those courses however, was estimated as devoted to historical topics. Apparently what history is being taught is not given much time.

Respondents, when asked about their knowledge of reference sources in the history of reading were able to name little else than Smith's American Reading Instruction (1986). A very few were aware that there were history references in the William S. Gray research collection and a few others were familiar with Huey's book (1908). Several listed book titles that were not historical sources as that term is usually defined. When asked, however, on a rating

scale of how they estimated the status of their own knowledge of the field, 75 percent estimated their competency to be "reasonably knowledgeable" or better. The authors considered these findings to be inconsistent and most probably reflected a lack of knowledge of history references by those who filled out the questionnaire. When questioned about establishing a specific course in the history of reading, 52 percent described it as an "elective of some value" and 8 percent as a "useful requirement" or necessity. Seven percent of the group incidentally indicated that historical dissertations were in progress by students in their programs.

Though the data were somewhat skimpy, the picture that emerges from this group of respondents is that graduate students are being taught some history of reading usually as part of other courses, but not very much. Smith's book seems to dominate and not much else is known in regards to reference sources. With all respect to the excellence and scope of that book, the implication seems to be that teachers and their students are very limited in their knowledge of the field. In light of the current active scholarship in the field and the IRA resolution previously mentioned, there is need for information about resources in the history of reading and where to find them.

Value and Allure of the History of Reading

Before indicating some information resources and bibliographic references in the history of reading, we wish to review some common justifications for the study of this field. We do this as relative newcomers to this area and as long time reading educators who have found practical value and professional self renewal in the study of history. As teachers, we see ourselves as

interested and committed students who think we have become better reading educators by studying the history of reading.

A general literature about the field of history by academic historians is available but not considered in this paper. There exists a small literature about the value of history of reading for reading educators. Worthy of particular note is an unpublished IRA paper by Hanus and Moore (1986). They list and illustrate by historical example the uses of history in reading education. In their view history addresses questions that escape other methodologies, clarifies generalizations about reading by providing concrete examples, debunks myths such as the declining literacy theme, and provides emotional security for educational innovation by drawing on the experience of the past. In an article addressed to reading educators about history research methodologies, Gilstad (1981) points out that history can provide a more comprehensive view of present practice, stimulate research, and encourage a more realistic perspective of the profession. Pugh (1984) speaks of history positively contributing to the problems of information overload, theory development, borrowing and adapting good ideas from the past, and dealing with unquestioned assumptions. Messerli's short but eloquent forward to an IRA history publication (Robinson, 1977) also discusses the "arrogance of presentism", the debilitating effects of a preoccupation with the present, and the tragic price our schools pay for an isolation from their own history.

These articles suggest that some things educationally were done very well in the past, perhaps better than we do them now, and that historically these lessons are worthy of our attention and reflection. Certainly the expanded perspective that history provides, makes one think holistically in an age of fragmentation of knowledge and intense academic specialization. It forces

attention to the more significant interdisciplinary questions about reading that are sometimes lost in the attention given to research designs, inferential statistics and esoteric professional vocabulary. A contribution of history, then, is encouraging a balance of perspective, providing breadth of approach and interest at a time when too much specialization may be promoting excessive narrowness and limited vision.

Speaking more personally, for the authors the study of history with its substance and perspective is not only professionally self renewing but one which provides a wealth of stimulating teaching material. And if you like biography and human interest like we do, it is but a short step from the history of reading to the lives of the people who made it. Noah Webster of dictionary fame for example, who so influenced American reading instruction through his Blue-back Speller, was also a patriot and a magazine editor, a friend of Presidents, a scientific farmer and medical researcher, a founder of Amherst college, a loving and concerned parent, and a businessman of ability and integrity. In a similar manner, William Holmes McGuffey was known by many in his own time as an eloquent part time preacher, college president, public school advocate and grape grower more than as the author of his famous readers. Similarly Gutenberg's life was written in a mass of litigation although he is remembered most for his movable type and printing press. How interested he might be knowing that centuries later as a mark of respect, U. S. customs officials would be instructed to stand when in the presence of a Bible he printed in the 15th century. In like manner, England's medieval "benefit of the clergy" law that reduced criminal penalties, including death by hanging if the accused could prove the ability to read the first verse of Psalm 51, can provide background for a modern discussion of the values of

literacy. Tuer's account (1897) of hornbooks and battledores in medieval England similarly could add much to a lecture about present day reading materials. Historical anecdotes and illustrations such as these heighten interest and provide context, all of which is central to good teaching. Their use, judiciously integrated into lectures, discussions and reading assignments can make good teachers better.

A sobering conclusion from a historical review of reading instruction in the U. S. is stated by Monaghan (1976) and illustrated by Cook (1977). According to this thesis, classroom practice and major instructional emphasis is more influenced by the temper of the times and events in society than from the impact of reading research. If this thesis is true, then perhaps students of reading should be encouraged to devote more time to history than they do. Certainly understanding the broad educational, historical and societal context in which reading research occurs is a useful preparation and perspective for reading professionals.

The utility of history for <u>teachers</u> as well as researchers was evidenced for one of the authors a few years ago. A graduate student who was an excellent teacher undertook a historical study of the Deseret Alphabet, an 1850s educational experiment in Utah history. This was an era when a modified alphabet was used in children's readers and adult newspapers because of difficulties encountered by European immigrants learning English. Upon completion and publication of the study, the graduate student was asked <u>what value this study had for her as a teacher of reading</u> in a community college. She was unhesitatingly definite and confident in her reply--that it gave her an enhanced understanding for the language problems of foreign students she was teaching. The intricacies of learning English she felt she would teach

better because of her study of the immigrant problems of that nineteenth century time, and how an educational remedy attempted to improve the situation. It was an apt and an articulate response. Then as now, we saw no reason to disagree with her conclusion. In such manner the experiences of history can have practical relevance for teachers in the present.

Information Sources

The following sources were considered useful for those desiring information about the history of reading.

1. In the U.S., the History of Reading special interest group of the International Reading Association founded in 1975 holds national and international section meetings as part of IRA conventions. A newsletter, History of Reading News, surveys activities and publications of the groups listed below.
2. In Britain, the Henry Sweet Society for the History of Linguistic Ideas was founded in 1984 and publishes a newsletter and proceedings of its meetings.
3. A similar history group, also founded in 1984, exists as part of the Australian Reading Association. A newsletter is available.
4. The American Antiquarian Society of Worcester, Mass. operates a research library specializing in American history to 1877, holds meetings, publishes proceedings, provides a few study scholarships and a free newsletter on the history of the book in American culture.
5. The Center for the Book in the U.S. Library of Congress publishes a free newsletter, other history publications, and sponsors a lecture series on the history of the book.

6. Two other European organizations focus on study of the history of the books and their role in society: the Herzog August Bibliothek Wolfenbuttel in Wolfenbuttel, Federal Republic of Germany and the Institut d' Etude du Livre in Paris.

7. The IRA's Annual Summary of Investigations Relating to Reading identifies and abstracts research published during the previous year. Subcategories of different topics are history oriented.

8. The William S. Gray research collection in reading also has a few journal articles in its history section, mostly empirical studies conducted in this century.

9. Bibliographies and footnotes constitute the best reference sources for information on specific topics. Data banks such as ERIC are of limited usefulness because of their recency and title descriptor problems.

10. The most noted of many historical collections of reading materials, public and private, is the Nila Banton Smith Historical Collection in Reading at Hofstra University. Other important collections include the Barnard Collection at Trinity College, the Plimpton Collection at Columbia University, the Nietz Collection at the University of Pittsburgh, the McGuffey Museum in Oxford, Ohio, the New York City Public Library, and the American Antiquarian Society in Worcester, Mass.

Selected Annotated Bibliography

The following references under six headings are selected from a large list of titles and topics in the history of reading. Most of the included references are not authored by reading educators, but were judged relevant and valuable to the overall field. Interested readers are also invited to consult current issues of the History of Reading News for a number of important "in press" publications unavailable to the authors when this bibliography was prepared. Most titles in this bibliography are available in major libraries, are of recent date, and emphasize U. S. history although not totally so. Two of the topical lists are not alphabetized but follow a logical order. Titles marked with asterisk are overviews intended for readers desiring only a general acquaintance with that topic. The selection of titles and the annotations reflect the opinions of the authors and not JR.

General Surveys

* Boorstin, Daniel J. "Widening the Communities of Knowledge." In The Discoverers, New York: Random House, 1983.

Authored by the librarian of Congress with an annotated bibliography, this history of communications considers memory, books, libraries, printing, languages, orthography, important contributors and the times in which they lived.

* Balmuth, Miriam. The Roots of Phonics: A Historical Introduction. New York, N.Y.: McGraw-Hill Book Company, 1982.

A historical survey of phonics, writing systems, spelling, and reading instruction. Authored by a reading educator, this is a brief treatment of many reading related subjects and a good place to begin. Makes a special contribution in its treatment of 20th Century developments in reading instruction.

* Darnton, Robert. "What is the History of Books?" In Books and Society in History, edited by Kenneth E. Carpenter. New York and London: R.R. Bowker Company, 1983.

A description of the field by one of its contributing scholars. Presents its complexity, immensity, interdisciplinarity, and newness. An overview for those who want to understand the shape and shapelessness of this new discipline.

History of American Reading

* Smith, Nila B. American Reading Instruction. Newark, Delaware: IRA, 1986.

History of American reading instruction organized by discrete periods. The most cited reference in the recent survey of graduate programs in reading. Newly republished and updated by H. Alan Robinson.

Ford, Paul L. The New England Primer: A History of Its Origin and Development. New York, N.Y.,: Dodd, Mead and Company, 1897.

A history of the primer that dominated American reading instruction in the 18th Century.

Monaghan, E. Jennifer. A Common Heritage. Noah Webster's Blue-Back Speller, Hamden, Connecticut: Archon Books, 1983.

A scholarly and definitive analysis of Webster's important influence on American reading instruction through his Blue-Back Speller in the first years of the American Republic.

Warfel, Harry R. Noah Webster: Schoolmaster to America. New York, N.Y.: Reprinted by Octagon Books Inc., 1966.

The most well known of several biographies of a remarkable and versatile scholar, patriot, business and family man.

Herman, Patricia A. "Southern Blacks Accounts of Learning to Read Before 1861." Reading Education Report, No. 53 (December 1984), Center for the Study of Reading, University of Illinois, Champaign, Illinois.

Interesting antebellum accounts of how slaves learned to read.

Minnich, Harvey C. William Holmes McGuffey and His Readers. Detroit, Michigan: Republished by Gale Research Company, 1975.

By a Dean of a College of Education in McGuffey's own university, this is the best of generally weak literature on McGuffey and his contributions.

Commager, Henry S. "McGuffey and His Readers." Saturday Review, vol. 45 (January 16, 1962), pp. 50-51, 69-70.

By a respected American historian. This is the most succinct analysis of the effect of the McGuffey Readers on 19th Century America.

Scully, James A. "A Biography of William Holmes McGuffey." Unpublished doctoral dissertation, University of Cincinnati, Ohio, 1967.

The most complete of the scattered biographical materials on McGuffey.

Cranney, A Garr. "Noah Webster and William Holmes McGuffey: The Men and their Contributions to Reading Instruction." Contemporary Issues in Reading, vol. 1, no. 2 (Spring 1986), pp. 105-115.

A brief summary of biographical material and the contributions of each man to American reading instruction.

Skallerup, Harry R. Books Afloat and Ashore. Hamden, Connecticut: Archon Books, 1974.

A history of books, libraries, and reading among U. S. Navy Seamen during the age of the sail.

Mathews, Mitford M. Teaching to Read Historically Considered. Chicago, Illinois: University of Chicago Press, 1966.

A historical analysis and an indictment of the sight word instructional method of teaching reading during the progressive era of the late 19th and 20th Centuries. For an understanding of the whole period, see Cremin's prize winning The Transformation of the School: Progressivism in American Education, 1876-1957.

Nietz, John A. Old Textbooks. Pittsburgh, PA.: University of Pittsburgh Press, 1961.

A much cited history of American textbooks to 1900 based on the author's collection now at the University of Pittsburgh.

Huey, Edmund Burke. The Psychology and Pedagogy of Reading. New York, N.Y.: McMillan, 1908.

Reflects the status of the knowledge of reading of the early 20th Century. Implies that much of the contemporary knowledge about reading that seems to be new is old.

Gray, William S. "Reading: A Research Retrospective 1881-1941," edited by John T. Gutherie. I.R.A. 1984 reprint of a 1941 review in the Encyclopedia of Educational Research.

A review of the reading literature 1881-1941 by a recently honored scholar. Read Chall's forward for a present perspective of that review. Also for other information about Gray, see William S. Gray: Teacher, Scholar, Leader. Jennifer A. Stevenson (ed.), 1985. Published by I.R.A., Newark, Delaware.

* Venezky, Richard L. "The History of Reading Research" In Handbook of Reading Research, edited by P. David Pearson, N.Y. and London: Longman, 1984.

A century of the research in reading processes and instruction from their beginnings in the 1870's. A recent chapter with an extensive bibliography. See also a brief earlier article in the American Psychologist, 1977, 339-345, "Research on Reading Processes: A Historical Perspective."

Venezky, Richard L. "Primers, Spellers, Readers, and Speakers." The Elementary School Journal. In press.

A highly recommended history of American reading instruction in the context of the development of the modern basal reader.

* Monaghan, E. Jennifer. "The Impact of Research in Reading Upon the Classroom: Aspects of the American Experience." In Reading: Research and Classroom Practice, Proceedings of 13th Conference of the United Kingdom Reading Association, edited by John Gilliland, 1976.

  A historical review of American reading instruction. Concludes that prevailing philosophies of the day have more impact on school reading practices than research within the field.

Cook, Wanda D. Adult Literacy Education in the United States. Newark, Delaware: IRA, 1977.

Organized by decade, 1900-1970, this readable analysis examines how events in U.S. history shaped adult literacy education. Reflects the Monaghan thesis in the previous reference.

* Moore, David W., Readence, John E., and Robert J. Pickelman. "An Historical Exploration of Content area Reading Instruction." Reading Research Quarterly, vol. 18, no. 4 (Summer 1983), pp. 419-438.

  Recommendations for content area reading instruction historically considered under 5 topics: locus of instruction, reading demands of various subjects, study, reading materials, and age focus. Provides a useful historical context for modern approaches to this subject.

Laubach, Frank C. Forty Years with The Silent Billion. Tappan, N.J.: Flemming H. Revell Co., 1970.

This remarkable autobiography of Frank Laubach considers literacy and evangelism, the each-one-teach-one tutoring way as it developed in the U.S. and internationally, 1930-1970.

Cole, John Y., ed. Books in Action: The Armed Services Editions, Library of Congress, Washington, D.C., 1984.

An enthusiastic and interesting history of 1322 paperbacks that went to war in over 122 million copies.

Radencich, Marguerite C. "Two Centuries of U.S. Magazines for Youth." Journal of Reading (March 1986), pp. 495-505.

Summary of the history of American magazines for children and adolescents from the 18th century through the present.

History of Reading: Ancient and Medieval

Webster, Noah. "Origin of Language" In Introduction to An American Dictionary of the English Language. Vol. 1 (1828). New York and London: Johnson Reprint Corporation, 1970.

Webster presents his view that language did not evolve and that it was the "immediate gift of God." The historical development of languages is traced to his time with reference to both secular and biblical sources.

Nibley, Hugh. "Genesis of the Written Word." In Nibley on the Timely and the Timeless. Salt Lake City, Utah: Publishers Press, 1978.

Supports the creationist view of the origin of language by extensive reference to ancient secular writing. A little known but important reference by a noted historian and linguist.

Gelb, I. J. A Study of Writing. Third printing. Chicago, Illinois: University of Chicago Press, 1969.

The standard reference on the history of writing and alpahbets from the evolutionary point of view.

Cranney, A. Garr and Valerie Holladay. "A Bible Corpus for Reading Professionals." Paper presented at IRA convention, New Orleans, 1985. ERIC No. 258144.

The role of reading in Old and New Testament societies. Includes an extensive corpus of annotated, computer extracted, reading related Bible references.

Kenyon, Frederic G. Books and Readers in Ancient Greece and Rome. London: Oxford University Press, 1932.

Three 1932 lectures presented at King's College covering the Greek and Roman periods and the papyrus, vellum, and codex forms of the book.

Hendrickson, G.L. "Ancient Reading." The Classical Journal, 25 (1929), pp. 182-196.

A much cited article that influenced subsequent writing about the role of oral reading in ancient and medieval times. Should be read in the context of the more recent and balanced article by Saenger.

* Saenger, Paul. "Silent Reading: Its Impact on Late Medieval Script and Society." Viator, Vol. 13, 1982, pp. 367-414.

Provides a balanced treatment of roles of silent and oral reading in medieval times. Tempers the more one-sided analysis of Hendrickson, the previous reference.

* Davies, W. J. Frank. Teaching Reading in Early England. New York, N.Y.: Pitman Publishing, 1973.

A readable and recommended historical survey of reading instruction in England to 1612.

Thomas, Alan G. Great Books and Book Collectors. New York, N.Y.: Putnam's and Sons, 1975.

An illustrated account of the great books of medieval times by a British author. Includes accounts of public and private collections with emphasis on the efforts of Hunnington and Morgan in the U.S.

Research Methodology, Sources and Commentary

* Gilstad, June R. "Methodology of Historical Research of Reading Instruction: Principles and Criteria." Reading World (March 1981), pp. 185-196.

  Addressed to reading educators. This seminal article considers the relevancy and importance of the field; also considers history methodologies.

Graff, Harvey J. Literacy in History: An Interdisciplinary Research Bibliography. New York and London: Garland Publishing Inc., 1981.

A 384 page bibliography divided into 13 sections with brief introductions for each. One of many publications by a scholar in this field.

* Raabe, Paul. "Library History and the History of Books: Two Fields of Research for Librarians." In Books and Society in History, edited by Kenneth E. Carpenter. New York and London: R.R. Bowker Co., 1983.

  A brief article by a noted German authority indicating the diversity and specialization of the history of the book and library science fields.

* Stahl, Norman A. et. al. "Avenues for Chronicling and Researching the History of College Reading and Study Skill Instruction." Journal of Reading (January 1986), pp. 334-341.

  A survey of the history of U.S. college reading and study skill instruction and a description of potential directions and methodologies of future historical research.

Venezky, Richard L. "Steps Towards a Modern History of American Reading Instruction." Review of Research in Education. In press.

Historical Surveys of Reading Related Fields

* Donelson, Kenneth L. and Alleen P. Nilsen. "Part Two: A Brief History of Young Adult Reading." In Literature for Today's Young Adults. Scott Foresman and Company, 1980.

  A historical survey of adolescent literature in three periods, 1800-1966.

* Emery, Edwin and Michael Emery. The Press and America: An Interpretive History of the Mass Media, 5th edition. Englewood Cliffs, N.J.: Prentice Hall Inc., 1984.

  A historical survey of journalism and other media to the present.

* Hackett, A. P. 70 Years of Best Sellers, 1895-1965. New York: Bowker, 1967.

  A history of fiction and non fiction best sellers in the U. S. to 1965.

* Hodges, Richard E. "In Adam's Fall: A Brief History of Spelling Instruction in the United States." In Reading and Writing Instruction in the United States: Historical Trends. Editor H. Alan Robinson. Urbana, Illinois: ERIC Clearinghouse on Reading, 1977.

  A succinct history of American spelling.

* Huck, Charlotte S. and Doris Young. "Children's Books of the Past." Chapter II in Children's Literature in the Elementary School. New York, N.Y.: Holt, Rhinehart and Winston, 1961.

  A historical survey of four centuries of children's literature. Overlaps somewhat with surveys of adolescent literature.

* Kaestle, Carl F. "The History of Literacy and the History of Readers." Review of Research in Education, 12 (1985), pp. 11-53.

  The history of literacy and the history of reading with an extensive recommended bibliography. More limited in scope than the title implies.

Karetzky, Stephen. Reading Research and Librarianship: A History and Analysis. Westport, Connecticut: Greenwood Press, 1982.

  A library Science approach to reading research historically considered since 1900.

* Shera, Jesse. "Up the Centuries from Sumer." In Introduction to Library Science. Littleton, Colorado: Libraries Unlimited, 1976.

  An overview of the history of libraries.

* Tebbel, John W. A History of Book Publishing in America, (4 vols.). New York, N.Y.: Bowker, 1972, 1975, 1978, 1981.

  A comprehensive reference to the history of American book publishing in 4 volumes; 1630-1980.

Special Topics

* Downs, Robert B. Books in My Life. Washington, D.C: Library of Congress, The Center for the Book, 1985.

  By a distinguished academic librarian, this free published lecture from the Center for the Book in the Library of Congress describes his scholarly work of a lifetime. His various books insightfully summarize the world's most influential books in their historical context from Egypt's Book of the Dead to modern writing. The books are highly recommended but not listed here. See the card catalog in any major library for specific titles.

Parsons, Edward A. The Alexandrian Library: Glory of the Hellenic World. New York, N.Y.: The Elsevier Press, 1952.

  A history of the famous library of ancient times. See also a recent article by Richard A. Desroches. "The Library at Alexandria." Current Studies in Librarianship, Spring/Fall, 1983, pp. 23-29.

Tuchman, Barbara W. "The Book." Washington: Library of Congress, The Center for the Book Address, October 17, 1979.

  A brief history of the book from the earliest chaldean texts to the age of T.V. by a noted popular historian.

Tuer, Andrew W. History of the Horn-Book. First published 1897. New York and London: Benjamin Bloom, Inc., reissued 1968.

The most cited historical reference about hornbooks. Charmingly illustrated, emphasizing the many forms and origins of this type of instructional material.

Willison, I. R. "On the History of Libraries and Scholarship." Washington: Library of Congress, Center for the Book Address, June 26, 1979.

History of libraries, its interconnection with scholarship and comments on the contemporary situation in the field.

Recent Published Collections of Papers or Published Articles

Four recent anthologies of papers or published articles representative of the diversity within the field and its international flavor.

Brooks, Greg and A. K. Pugh (editors). Studies in the History of Reading. Center for Teaching of Reading, University of Reading School of Education with the United Kingdom Reading Association, 1984.

Carpenter, Kenneth E. (ed.). Books and Society in History. New York and London: R.R. Bowker Company, 1983.

Graff, Harvey J. (ed.). Literacy and Social Development in the West: A Reader. Cambridge, England: Cambridge University Press, 1981.

Resnick, Daniel P. (ed.). Literacy in Historical Perspective. Washington, D.C.: Library of Congress, 1983.

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Bloomenberg, Paula, Editor. Graduate Programs and Faculty in Reading, 4th Edition. Newark, Delaware, IRA, 1981.

Cook, Wanda D. Adult Literacy Education in the United States. Newark, Delaware: IRA, 1977.

Darnton, Robert. "What is the History of Books?" In Books and Society in History, edited by Kenneth E. Carpenter. New York and London: R.R. Bowker Company, 1983.

Fisher, Peter J. L. "The Annual Summary as a Source in the History of Reading." History of Reading News, vol. 9, no. 1 (Fall 1985), p. 3.

Gilstad, June R. "Methodology of Historical Research of Reading Instruction: Principles and Criteria." Reading World (March 1981), pp. 185-196.

Hanus, Karen S. and David Moore. "The contribution of a History of Reading." Unpublished paper presented at IRA, Philadelphia, PA., April, 1986.

Huey, Edmund Burke. The Psychology and Pedagogy of Reading. New York, N.Y.: McMillan, 1908.

IRA. Resolution adopted by Delegates Assembly, 1981.

Monaghan, E. Jennifer. "The Impact of Research in Reading Upon the Classroom: Aspects of the American Experience." In Reading: Research and Classroom Practice, Proceedings of 13th Conference of the United Kingdom Reading Association, edited by John Gilliland, 1976.

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Robinson, H. Alan. Reading and Writing Instruction in the United States: Historical Trends. Urbana, Illinois: ERIC Clearinghouse on Reading, 1977.

Smith, Nila B. American Reading Instruction. Newark, Delaware: IRA, 1986.

Tuer, Andrew W. History of the Horn-Book. First published 1897. New York and London: Benjamin Bloom, Inc., reissued 1968.

Venezky, Richard L. "The History of Reading Research" In Handbook of Reading Research, edited by P. David Pearson, N.Y. and London: Longman, 1984.